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ABSTRACT

The Higher Education Coordinating Board (HECB) of the state of Washington is charged with the responsibility for approval of new degree programs to be offered by public four-year institutions. It is responsible for the review and approval of both on- and off-campus programs, including branch campus offerings. This report offers guidelines and policies concerning program planning and approval for both branch campus and off-campus programs. It also considers service area assignments, and programs specifically within the city of Spokane. It details what types of programs and program changes require an HECB review and what the requirements are for submitting program plans and proposals. Final sections include relevant definitions and an examination of HECB timetables for submitting proposals, the review procedure, the criteria for state review, requirements for program review and implementation, and the HECB timetable for reviews of new programs. An appendix provides a cover sheet for program proposals; the contents of a program proposal; and documentation forms covering the course of study, faculty involved, program size, space/capital requirements, equipment expenditures, administrative/support staff, and summary of program costs. (GLR)

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ED 365 225

Guidelines for Program Planning and Approval at

Washington Public Four-Year Colleges and Universities

Covers Degree Programs At:

Main Campus
Branch Campus
Off-Campus Locations

Washington State
Higher Education Coordinating Board
917 Lakeridge Way, GV-11
Olympia, WA 98504
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SCAN 234-2210

September 23, 1992

HE 027 017

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Adopted September 23, 1992

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RESOLUTION 92-36

WHEREAS, RCW 28B.80.340 assigns to the Higher Education Coordinating Board the responsibility for approving new degree programs, off-campus programs, and service areas; and

WHEREAS, The Higher Education Coordinating Board guidelines for the development and review of program proposals were last revised in 1986; and

WHEREAS, The Higher Education Coordinating Board guidelines for off-campus programs and service areas were last revised in 1987; and

WHEREAS, Policy statements affecting degree program offerings were included in *Design for the 21st Century*, adopted by the Board in May 1990, and in the *Graduate Education Study*, adopted by the Board in September 1991; and

WHEREAS, The existing guidelines do not cover the branch campuses, or do they include new initiatives of the Board, such as the assessment of program objectives and the development of program plans; therefore, be it

RESOLVED, That the Higher Education Coordinating Board adopts the document, *Guidelines for Program Planning and Approval at Washington Public Four-Year Colleges and Universities*, covering degree programs at main and branch campuses and all off-campus locations.

Adopted:
September 23, 1992
Attest:

Steven T. Seward

Steven T. Seward, Chair

Mary C. James

Mary C. James, Secretary

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Guidelines for Program Planning and Approval at
Washington Public Four-Year Colleges and Universities

I. HECB STATUTORY AUTHORITY

The Higher Education Coordinating Board (HECB) has been charged by the Washington State Legislature with the responsibility for approval of new degree programs to be offered by the public four-year institutions (RCW 28B.80.340). The HECB is responsible for the review and approval of both on- and off-campus programs, including branch campus offerings, in coordination and consultation with all other segments of higher education. The State Board for Community and Technical Colleges (SBCTC) performs a similar function for the community and technical college system.

The process whereby programs are proposed by institutions and approved by the HECB contributes to the Board's overall effectiveness in fulfilling its primary purpose of "planning, coordination, monitoring, and policy analysis for higher education in the state of Washington." The HECB has been specifically requested to "represent the broad public interest above the interests of the individual" institutions. Therefore, in its review of new programs, the Board must ensure that new programs are needed, will serve the public interest, and are a sound investment of state resources.

The present guidelines have been written to incorporate all cases of programs. They will be reviewed on a regular basis and revised when deemed appropriate by the Board.

II. BRANCH CAMPUS PROGRAMS

Policies Governing Branch Campus Programs

Branch campuses are governed by policies outlined in Design for the 21st Century (HECB, 1990) or later HECB documents. Relevant policies are summarized below.

1. Role and Mission -- The primary mission of the branch campuses is to provide instruction in degree-granting programs at the upper division and master's levels. Placebound individuals in the area surrounding each branch campus will be the primary participants.

2. Degree Programs -- All branch campuses may offer upper-division programs in the areas below (for WSU-Spokane, see Section V). All branches will offer master's degrees in

applied areas, as well as research-oriented master's programs (e.g., arts and sciences) where need has been demonstrated and quality assured.

- *Bachelor's Level:*
  - Business
  - Computer Science
  - Engineering
  - Arts and Letters
  - Nursing
  - Sciences
  - Social Sciences
- *Master's Level:*
  - Business
  - Computer Science
  - Engineering
  - Arts and Letters
  - Education
  - Health
  - Social Sciences

Doctoral degrees will not be offered on branch campuses. Exceptions to this policy for practice-oriented doctorates may be granted by the Board under exceptional conditions.

3. Level of Coursework -- Branch campuses are not four-year institutions. They are intended to serve students who have an Associate of Arts degree, or 90 quarter or 60 semester credits of appropriate college-level work. Students will be expected to complete their lower-division general education requirements prior to enrollment at a branch campus. Branches normally may not offer lower-division coursework.

4. Quality and Comparability -- Branch campuses will offer educational programs of a quality comparable to those on the main campus.

5. Service to Students -- Branches should schedule their academic programs and provide support services to respond to the needs of their students, providing, for example, evening and weekend access to classes, counseling, parking, library services, and child care. Special attention should be paid to the needs of traditionally underserved groups (e.g., persons of color or disability, single parents).

Program Approval

All branch campus degree programs must be reviewed and approved by the HECB prior to recruiting students or advertising the program. Degree programs which extend existing main campus programs to a branch campus site should follow instructions on page 11. All programs should follow the guidelines in Sections VIII, IX, and X.

III. OFF-CAMPUS PROGRAMS

Policies Governing Off-Campus Programs

1. Off-campus degree programs will be responsive to the educational needs of students and the economic needs of the state in both urban and rural areas. The demonstration of need for the program is essential to any program proposal.

2. Off-campus degree programs will be of high quality. The qualifications of faculty and staff, availability of library resources, and adequacy of facilities, funding, and support equipment will be carefully reviewed to ensure comparable quality to main campus programs. A minimum of 25% of the coursework must be taught by full-time, regular faculty.

3. Off-campus degree programs must consist of a set of courses and related academic requirements for degree completion, the majority of which are available at the off-campus location. Generally, the program must offer a schedule and array of courses that would allow one cohort of students to progress through the course of study and complete the program within three academic years or less. Degree programs intended to serve individual students must also make available sufficient coursework so that a student may progress through the degree program in three years or less.

4. Off-campus programs must represent an effective use of institutional and state resources which are sufficient to provide a quality program.

5. Based on institutional role and mission, program offerings, and location, each public institution will be responsible for serving a designated region of the state. If the designated institution is unable to provide needed services within its region, another institution may offer the program (see page 12).

6. Each institution is expected to give first priority in its off-campus programs to meeting demonstrated needs in its assigned service area. Each institution may also offer degree programs outside its geographic assigned area following criteria outlined on page 12.

7. While institutions are generally expected to offer off-campus degree programs within their assigned service area, other guidelines, policies, and special initiatives affecting off-campus degree programs must be acknowledged. These exceptions may emanate from legislation, HECB policies, or institutional missions.

Approval Procedure

All proposals for off-campus degree programs should follow the program planning and

proposal guidelines in Sections VIII, IX, and X. Programs approved by the HECB prior to 1992 do not require re-approval. However, previously approved programs which intend to start a new cohort will require approval. All programs must be approved by the HECB before officially recruiting students or making commitments to offer the program.

IV. SERVICE AREA ASSIGNMENTS

Principles

1. Institutions have a right to know which communities they are expected to serve with off-campus programs and must be provided the opportunity to develop long-term relationships with those communities.

2. Communities have a right to know which institution to turn to first for their educational needs, and what other options they have if that institution is not able to serve them.

3. The offering of off-campus programs is dependent upon having sufficient resources to support the program, e.g., student fees, enrollments, institutional resources.

4. The HECB has an interest in ensuring that the educational needs of citizens are met wherever possible, that off-campus programs are of high quality, and that decisions about which institution serves which community are consistent with the needs of the state.

5. The educational needs of the state are changing and will continue to change. As branch campuses grow, the Board expects them to assume a greater responsibility for the educational needs of the placebound populations in proximity to them. This would obviate the need for many nearby off-campus programs offered by another institution. In the meantime, if proposed off-campus programs are not duplicative of existing (or planned) branch campus programs or if duplication is necessary to serve the population, these programs may be approved.

6. The use of telecommunications has the potential to obviate the concept of geographic service areas. However, until a more detailed statewide telecommunications plan is developed, programs using telecommunications as a delivery method will be reviewed on the same basis as other programs, i.e., the same geographic service areas apply.

Specific Policies and Procedures

1. Each institution will have primary responsibility for off-campus programs in the counties listed below. While the branch campuses have been assigned primary responsibility for

certain counties, a comprehensive institution may have secondary responsibility in those counties it has historically served.

2. When an institution with primary responsibility for an area is unable to meet a documented need or has no plans to institute a program within two years, another institution may propose to offer the program, subject to HECB approval.

3. When one institution contemplates offering or begins discussions about offering a degree program in the service area of another institution, the dean or provost at the initiating institution should discuss those plans with his/her counterpart at the primary institution and attempt to reach agreement about what will be proposed. Where this is not possible, the HECB may make a final determination.

4. For the next three years, all off-campus programs currently approved by the HECB are deemed to be operating in an appropriate service area. On-going off-campus programs will be reviewed by the offering institution on a regular basis, not to exceed every five years, and reported to the HECB.

5. If an on-going off-campus degree program in the service area of another institution is to be discontinued, it will normally have a phase-out period of four years to allow for students to complete their programs.

6. Institutions with unique statewide responsibilities will continue to have responsibility for the entire state, in those disciplinary areas.

Regional Service Areas for Off-Campus Programs

University of Washington -- City of Seattle.

- **UW-Bothell/Woodinville** -- Snohomish, north and central King counties (excludes City of Seattle).
- **UW-Tacoma** -- Pierce, southern King, and southern Kitsap (Bremerton and south) counties.

Washington State University -- Whitman, Columbia, Garfield, Asotin counties.

- **WSU-Spokane** -- See Section V.
- **WSU-Tri-Cities** -- Benton, Franklin, and Walla Walla counties.
- **WSU-Southwest Washington** -- Clark, Cowlitz, Klickitat, and Skamania counties.

Central Washington University -- Okanogan, Chelan, Kittitas, and Yakima counties.

Eastern Washington University -- Spokane, Ferry, Stevens, Pend Oreille, Lincoln, Grant, Douglas, and Adams counties. See also Section V.

The Evergreen State College -- Grays Harbor, Mason, Thurston, Pacific, Lewis, and Wahkiakum counties.

Western Washington University -- Whatcom, Skagit, San Juan, Island, Clallam, Jefferson, and Kitsap (north of Bremerton) counties.

V. CITY OF SPOKANE

Policies Governing Programs in Spokane

The following policies are taken from the Graduate Education Study (HECB, 1991).

1. Collaboration between and among higher education institutions is required.

2. Duplication of programs is not allowed, unless warranted by the needs of Spokane and documented for review and approval by the HECB.

3. Degree programs which might serve as a catalyst for economic development should be a part of a coordinated economic development plan for the area and be needed on a regional or statewide basis.

4. The independent institutions should be involved in program planning and delivery for Spokane.

5. WSU should plan to serve a regional student body only if the graduate program is unique to Spokane.

Program Responsibilities

Eastern Washington University

- Most professional programs should be offered in Spokane.
- Research-oriented master's programs should be located at Cheney.

- Practice-oriented master's programs should be located at Cheney or Spokane, based on accessibility to students or educational resources and the best use of state and institutional resources.

Washington State University in Spokane

- Upper-division courses leading to a baccalaureate degree in areas for which WSU has sole statewide authority.
- Practice-oriented master's programs where collaboration between or among institutions is appropriate or where sufficient need for duplication can be documented.
- Practice-oriented master's programs in science, technical, and applied technology areas, areas where WSU has sole statewide authority or no program duplication will exist.
- Research-oriented master's programs in the sciences should be planned for the years 2000 to 2010.

Coordination

1. As directed by the 1991 Legislature, the Joint Center for Higher Education is responsible for coordination of higher education programs and activities in Spokane, including the Spokane Intercollegiate Research and Technology Institute (SIRTI), and for development of a master plan for the Spokane Higher Education Park.

2. Final approval of all degree programs, SIRTI, and the master plan is the responsibility of the HECB, based on recommendations from the Joint Center.

VI. DEFINITIONS

For purposes of clarity and consistency during the review of program proposals, the following definitions will be used.

Comprehensive institution means Central Washington University, Eastern Washington University, and Western Washington University. **Doctoral institution** means the University of Washington and Washington State University. The Evergreen State College is the only **state college** in Washington.

Regional service area refers to the counties where the six public four-year institutions have primary responsibility for providing off-campus programs.

Institutional representative is the institution's Provost or his/her designee.

Degree means a title or rank awarded by a college or university to a student who has successfully completed a required course of study. **Diploma** is the document certifying that a student has met the specified requirements.

Degree program means a set of educational requirements, identified jointly by the department or other degree-granting unit and the college or university, which leads to a degree. Baccalaureate program requirements usually involve a combination of general education courses, courses in the major field of study, and elective courses. Graduate program requirements usually involve intensive study in the major field, preparation in the use and conduct of research, and/or a field or internship experience. First professional programs generally prepare individuals for professional fields (e.g., law, medicine).

Major means that part of the curriculum where the student concentrates on one subject or group of subjects and which comprises the largest number of units in any given discipline. Its content is usually defined by one academic department but also may be defined jointly by two or more departments, as in the case of an interdisciplinary major. The major also may be defined as a concentration in an area having a unique body of knowledge and method of inquiry. An **option** within a degree program is an area of study at a lower level than the major identified in the degree title. It may also be referred to as a concentration, specialization, area of emphasis, track, minor, etc.

Degree title means the full designation of the degree including **level** (bachelor, master, doctor), **type** (e.g., arts, science, fine arts, business administration), and **major** (e.g., mathematics, civil engineering, history). These distinctions are illustrated below:

DEFINITION OF DEGREE TITLE

Degree designation	Level	Type	Major
B.S. Chemistry	Bachelor	Science	Chemistry
B.F.A.	Bachelor	Fine Arts	Fine Arts
M.Eng.	Master	Engineering	Electrical Engineering
M.Ed. Curriculum & Instruction	Master	Education	Curriculum and Instruction
M.B.A.	Master	Business Adm.	Business Administration
Ph.D. Linguistics	Doctor	Philosophy	Linguistics

Each institution may have a different taxonomy of degree titles. However, for the activities outlined in these guidelines, these definitions of the components of a degree title will be used.

New degree means any proposed degree which differs from any other offered by the proposing department or unit in one or more of the three specifications (level, type, or major). A program leading to a new degree, even if constituted entirely of existing courses or other elements (e.g., an interdisciplinary curriculum leading to a master's degree program), requires review and approval of the HECB. Though a degree program may not be new to the institution, if it is to be offered at a **new location**, it will be considered a new degree program to that location and will require HECB approval.

Off-campus degree program means a degree program offered away from the main or branch campus of the institution (in state, out of state, or in another country).

Program plans refer to the institutions' plans for program development or termination for the following three biennia. These plans will be submitted on a biennial basis and reviewed by the HECB for approval or modification.

Certificate programs are programs of study that normally require less than one-quarter of the credits required during a degree program at a similar level. Successful completion of the program results in a certificate. Certificate programs may also be non-credit.

CIP Code means the six-digit Classification of Instructional Programs code developed by the National Center for Educational Statistics to classify programs. The institution will propose a CIP code for new degree programs and majors, using the 1990 Edition.

VII. WHAT REQUIRES HECB REVIEW

Introduction

The HECB must be notified of all program changes, even those that do not require HECB approval. This information is needed for the HECB to make informed decisions about program offerings, to maintain an accurate statewide program register, and to respond to requests for information from the public or legislature.

Individual Courses

Current policy does not require HECB approval for the offering of an individual course. Two exceptions modify this policy.

First, the HECB reserves the right, at its discretion, to review and approve off-campus courses delivered using satellite or other broadcast telecommunications, including WHETS.

Second, an institution may wish to test the feasibility of offering a degree program by providing a few selected courses in a new location without the obligation to prepare a full new degree program proposal. Prior to the market test, the institution should formally notify the HECB and receive approval to proceed with the market test. If the institution then decides to offer the complete degree program, it should gain formal approval of the program before one-third of the credits required for the degree have been offered. For example, for upper-division or baccalaureate programs, before 20 semester credits or 30 quarter credits have been offered at a site, approval of the HECB must have been secured. For master's degree programs, before 12 semester credits or 15 quarter credits -- exclusive of thesis credits -- have been offered at a site, HECB approval must have been secured. The institution should not make commitments to offer the program to students or community representatives before receiving HECB approval.

Retitling Existing Degrees

The institutional representative or his/her designee should notify the HECB at least 60 days prior to implementing a retitling of an existing degree. Retitling is appropriate when a program has evolved to the extent that the major within the degree title no longer reflects program objectives or departmental title. Changes to a degree title will be treated as a retitling if the name of the major is changed with no change in program objectives or curriculum, as in the case where the name or title of an academic department has been changed and degree titles must reflect this change.

To retitle an existing program, the institution should submit a **letter of intent** that includes:

1) a completed cover sheet (see Appendix); and

2) a description of the reason(s) for the change from current to proposed degree title.

If the retitling request appears to be a major revision of the degree program or is a new degree program, HECB staff will notify the institution that it should proceed immediately to the preparation of a full proposal.

Certificate Programs

Certificate programs do not require HECB review and approval. However, prior to initiating the certificate program, an institution should notify the HECB and other institutions (public and independent) in the service area of the proposed program. The **letter of intent** should include the following details:

1) program title and purpose;

2) estimated student enrollments (FTE and headcount);

3) specific program location; and

4) an approximate date for implementation and estimate of program duration.

Major Revisions to Existing Programs

It is understood that institutions periodically revise and add courses to curricula in order to update content, adjust to new professional standards, or incorporate new material. Individual courses may be added, deleted, or revised on the advice of the program faculty. These changes need institutional review and approval but not HECB notification. If, however, a revision to program curricula is undertaken which then necessitates a change in degree title, a program proposal will be required, and HECB review and approval procedures followed. The program need not be included in the institution's biennial program plan, but can proceed directly to the proposal stage. Proposals should cover the major points in the proposal outline, but concentrate on describing the need for, and nature of, the revisions made to the curriculum. The proposal may borrow heavily from existing documents to simplify the proposal preparation process.

Changing/Adding Degree Options

Review and approval of new or modified degree options by the HECB is not required, unless they require retitling of the degree. However, institutions are required to notify the HECB of their plans to modify or add new degree options via a **letter of intent** submitted 60 days prior to implementation of the option change. The letter of intent should include the following information:

1) option purpose and objectives;

2) curricular changes or additions planned to support the option;

3) estimated student enrollment; and

4) CIP code.

Institutions should share information about new or modified options with institutions already offering similar degree options.

Existing Degree at a New Location

Offering an existing degree at a new location (e.g., branch campus or off-campus

location) will require a full program proposal. However, institutions may simplify the proposal preparation process by duplicating existing curricular information, faculty descriptions, or other existing material. Because the curriculum has already been reviewed and approved during the initial program approval process, the institution need not submit the proposal to two external reviewers, as long as the program remains essentially the same.

Program Offered in Another Institution's Service Area

If an institution intends to offer a degree program in another institution's service area, the program must be included in the institution's program plan (see Section VIII). If the institution with primary responsibility for service to the area objects to the proposal, HECB staff will work with the institutions to reach an agreement. However, if an agreement is not reached, the HECB will make a decision about whether the proposal can go forward based on the following criteria:

1. Is the program offered by the primary service provider? Does the primary service provider plan to offer a similar program to the same clientele within two years?

2. Is the proposed program appropriate to the secondary service provider's role and mission?

3. If the proposed program appears to duplicate a program of the primary service provider, is the duplication necessary to serve the population?

4. Is there sufficient documented need for the program, based on reliable results of a reputable needs assessment?

5. Is the proposed program of sufficient quality and is it appropriate for the student clientele?

6. Is proximity a factor in providing quality services to the educational program?

If no objections are made, the program will be reviewed consistent with Section IX.

Program Termination

At the time a program is formally terminated, the institution should notify the HECB.

VIII. PROGRAM PLANNING

Submission of Institutional Plans

At the same time as institutional biennial budget requests are submitted, each four-year institution will also submit to the HECB a program plan that covers the development of new degree programs for the following three biennia. (Changes to degree options, retitling of degrees, certificate programs, and individual courses need not be included in the program plan.) The plan should include all new degree programs -- whether a new program or an existing program offered at a new location -- for the main and branch campuses or for any off-campus location. Programs that have completed the institution's internal review process and are scheduled for termination should also be included in the plan. The initial program plan will be a pilot-test of the planning process on a different timetable.

The institution should submit 10 copies of their program plan to the HECB for redistribution. These plans will be shared with other public higher education institutions to identify off-campus programs planned for another institution's service area (see Section VII), and other educational sectors. The independent institutions will also be asked to comment, and the criteria on page 12 will be used to resolve areas of disagreement. Comments will be directed to the HECB and shared with the proposing institution.

An institution may submit a mid-biennium (or annual) update to its last submitted program plan. The update should be submitted to the HECB at the same time as budget requests for the second year of the biennium. Any program changes will be reviewed and approved by the HECB.

The HECB will review program plans and notify the institution which programs should continue to be developed or if further information is needed. No commitments should be made to a community or constituency that a program will be offered until the HECB has granted "pre-approval" to develop the program. No program proposal will be considered by the HECB unless it has been included in the program plan submitted by the institution and pre-approved by the HECB. Exceptions to this process may be granted by the HECB Executive Director.

Program Plan Information

The institutional program plan should provide the following information for each proposed degree program:

1. Degree title;
2. Date of implementation;
3. Location;
4. Estimated enrollments (FTE and headcount);
5. Documentation of need;

6. Capital (space and/or equipment) requirements;
7. Estimated cost and source of funding;
8. Status of internal review;
9. Relationship to HECB goals and policies;
10. Delivery mechanism, e.g., in-person faculty, telecommunications; and
11. Other.

The program plan should also provide the following information for programs that have completed the institution's internal review process and are scheduled for termination:

1. Degree title;
2. Date of termination;
3. Location;
4. Enrollments (FTE and headcount) for past 5 years;
5. Rationale for termination;
6. Provisions for allowing enrolled students to graduate; and
7. Disposition of the program's state resources.

If the information on a proposed program is identical from one biennium to another, the institution should indicate in subsequent biennial program plans that earlier plans for a program remain the same.

IX. PROPOSAL DEVELOPMENT

Proposal Content and Format

A proposal for a new program should include a detailed description of the proposed program, a complete justification for the program based on appropriate needs, and an effective design for assessment of program objectives, and an estimate of program cost. To assist faculty and administrators preparing the proposal, an outline of proposal contents appears in the Appendix.

The outline provided in the Appendix is for guidance only; institutions may submit proposals in any format they choose, so long as the elements listed in the Appendix are addressed and the organization of the information is clear. This includes submitting internal proposal documents, if desired. The table formats in the Appendix are provided to suggest helpful ways of organizing information of importance to HECB review, but the information need not be presented exactly as found in the table formats.

Proposal developers should incorporate information from any and all sources which will justify the design or need for the program, including excerpts from reports prepared for different

purposes (e.g., institutional needs assessment studies, accreditation reviews, faculty self-study documents). Proposals can also use photocopied information from existing publications.

Proposals for branch and off-campus programs should pay particular attention to describing differences to the main campus program in curriculum, faculty, students, facilities, and administrative/support services. These differences may be very similar across programs at one branch campus site -- e.g., facilities -- and duplication of such a section across program proposals is encouraged to simplify the demands of proposal preparation.

Internal Review

Proposals should have completed internal review by appropriate governing bodies, according to the normal procedure for each institution, before submission to the HECB. These procedures should be on file with the HECB, and it will be assumed that institutional review and approval of new program proposals have followed these procedures unless otherwise indicated (Section V.A. of the Appendix).

Proposal

The institutional representative coordinates review of the proposal with all interested educational providers in the service area. A copy of the proposal for **new degree programs** should be sent for comment to:

a) all other four-year public institutions in Washington;

b) at least one reviewer who is a recognized expert in the field from outside Washington; and

c) one additional reviewer who is an expert in the field.

Reviewers should be asked to comment on program quality, need, and cost. Within the Evaluation section of the proposal, the institution should indicate the institutions and reviewers who received copies of the proposal.

A proposal for an **existing degree program** proposed for a new location (i.e., branch or off campus) should be sent for comment to the other four-year public institutions in Washington.

X. HECB REVIEW

Timetable for Submitting Proposals

Program proposals should be submitted for HECB review on a semi-annual basis:

- January 1 — For programs to begin Summer or Fall
- July 1 — For programs to begin Winter or Spring

A program proposal will be reviewed if it has been incorporated within the institution's program plan and pre-approved by the HECB. Exceptions to this timetable may be granted under exceptional circumstances by the HECB Executive Director.

A proposal will not be considered ready for HECB review until the external and institutional reviewers' comments have been received and responded to by the proposing institution. Institutions should complete these reviews within 45 days after submission to the HECB to ensure timely Board consideration of the program proposal.

Procedure

At the state level, HECB staff can provide technical assistance to institutional representatives during the development of the proposal. However, staff will not conduct additional research to support the proposal, so the case for the program is entirely dependent upon the evidence and justification within the proposal.

Upon receipt of a program proposal, a HECB staff person will be assigned responsibility for review and analysis of the proposal. Staff will review and evaluate the proposal based on the criteria found in the following section. The time taken for this review will depend upon the completeness of the original proposal.

If staff review of the proposal does not result in a positive recommendation for program approval, the institution will be notified immediately. Areas of deficiency will be outlined in the notification and the institution will have the option to revise and resubmit the proposal or go forward to the Board.

HECB staff will prepare a report to the Board including a recommendation for 1) approval, 2) conditional approval, or 3) disapproval. This report will be shared with the institutional representative prior to submission to the HECB.

All new degree programs and existing degree programs proposed for a new site (including branch or off-campus locations) will be brought to the HECB for final review and

approval. HECB staff will present the proposal for Board discussion at a regularly scheduled meeting, at which time an institutional representative should be available to respond to questions. Representatives from other institutions may also comment at this time. The institution will receive official notification of the HECB's action on the proposed program immediately after the Board meeting.

Criteria for State Review

The HECB will review all proposals for new degree programs, be they main, branch, or off-campus, with a consistent set of basic criteria. Additional criteria may be applied in special cases, and in these cases the institutional representative will be expected to supplement the original program proposal with information addressing these criteria. For the majority of programs offered by Washington public four-year institutions, the following criteria will be applied. Wherever possible or appropriate, objective and intellectually convincing supporting data should be incorporated.

1. **State need** will be considered, including the economic, occupational, professional, workforce, cultural and intellectual needs of the state's citizens. Data to support such need should address the program's service area. Concerns for duplication of programs and the impact of proposed programs on similar programs offered nearby (be they on the main campus, another four-year institution, or an independent institution) should be addressed. In assessing the level of state need, HECB staff will look for evidence both of student interest and employer demand, as well as long-term benefit to the state's welfare.

2. Each proposed program must be **consistent with the institution's mission and state policies and goals for higher education** as defined by documents adopted by the HECB. The expected contributions of the proposed program to the institution's mission, state goals, and the Update of the Master Plan for Higher Education should be clearly specified.

3. Each program must demonstrate in its proposal that it will provide a **high-quality educational experience** for its students. This encompasses all elements of the educational experience, and represents the bulk of descriptive detail required in the program proposal. It is essential that proposals clearly outline what defines quality in the field and how quality will be achieved as it regards curriculum, faculty, students, facilities, and administrative or support services.

4. Each proposed program should contribute to the institution's and state goals for **increased access to higher education** for students with low rates of participation in higher education. This includes, but is not limited to, procedures to recruit and retain all students and program elements that support diversity.

5. New programs must specify an **assessment plan** which ensures program accountability for student learning and will evaluate the program's success in meeting stated objectives. The measures adopted for assessment should be developed in consultation with program faculty and administrators to ensure that the results are acceptable and useable for programmatic self-improvement.

6. Funding for the new program should represent the **cost-effective use of funds,** provide sufficient resources to support program quality, and represent a reasonable cost-per-FTE student. If the proposed program requires an infusion of new state funds for implementation, the proposal should specify the institution's plan for seeking these funds and its contingency plans should new funds not be forthcoming in the following budget period. If the new funds are from a source other than the state, the program proposal should specify the expected source and the level of confidence that these funds will be forthcoming. If the program will be supported through the reallocation of internal resources, the proposal should

   (a) assure that reallocation will not impair the quality of programs from which resources have been withdrawn and
   (b) explain how the reallocation reflects an adjustment of institutional priorities or is the result of terminating other programs.

> During periods of budget cutbacks, new programs must stress justification of need for the program and reallocation of internal resources to support the program.

X. IMPLEMENTATION AND PROGRAM REVIEW

Program Implementation

New program proposals are approved by the HECB on the assumption that the program will start on the proposed starting date. The HECB is to be notified of the actual starting date of the program, if it differs from the date specified in the proposal. Should the program not be implemented within two years of the proposed starting date, the institutional representative should submit to the HECB, at least 60 days prior to program implementation, a statement detailing significant changes in the program -- curriculum, faculty, students, facilities, or administration -- from the description provided in the original program proposal.

Review of New Programs

On an annual basis, the HECB will request enrollment information on all new degree programs and all off-campus programs.

In addition, after 3 years, or a time sufficient for one group of students to progress through the degree program, the institution should submit the following information to the HECB: 1) number of students admitted to the program each year, 2) retention and graduation rates, 3) assessment information related to the achievement of program objectives, 4) the cost-per-FTE student, and 5) other criteria as may have been established at the time of program approval. Thereafter, all new programs, whether at branch or off-campus locations or on the main campus, should be incorporated in the institution's on-going process of program review.

Programs with a limited period of operation, e.g., an off-campus program which will train one cohort of students, should be fully evaluated by the institution at the close of the program and the findings shared with the HECB.

XI. SUMMARY

	Letter of Intent	Program Plans	Proposal	Page
Program Plans		Yes		13
New Degree Programs		Yes	Yes	14
Existing Degree at New Location		Yes	Yes	11
Individual Courses to Test New Market	Yes			9
Prior to Completing One-Third of a Degree Program		Yes	Yes	9
Retitling Existing Degrees	Yes			10
Certificate Programs	Yes			10
Major Revisions to Existing Program			Yes	11
Change/Add Options	Yes			11
Off-Campus Programs		Yes	Yes	3
Branch Campus Programs		Yes	Yes	1
Program in Another Institution's Service Area		Yes	Yes	12
Program Termination		Yes		12

CHECKLIST FOR NEW DEGREE PROGRAM PROPOSALS

_ 1. Conduct **needs assessments** documenting need for program.

_ 2. Determine **service area** of institution and program.

_ 3. Submit in institutional **biennial program plan** and receive HECB approval to continue program development.

_ 4. Prepare **Proposal** responding to topics in Appendix plus other information as determined by institution's internal requirements.

_ 5. Forward **Proposal** for internal review; gain appropriate institutional support for program proposal.

_ 6. Mail **Proposal** in accordance with the semi-annual timetable to:
- _ All public four-year institutions
- _ One reviewer who is an expert, from outside Washington
- _ An additional reviewer who is an expert
- _ HECB

_ 7. Prepare **Responses to Reviewers' Concerns** and mail within 45 days to the HECB.

_ 8. Respond to **HECB staff** questions and review staff report.

_ 9. Attend **HECB meeting** to answer questions and respond to concerns.

_ 10. Advertise and recruit for program.

APPENDIX

Cover Sheet for Program Proposals

Contents of Program Proposal

Tables

Cover Sheet for Program Proposals

A Proposal to Establish

Institution_____

Degree-Granting Unit (Department(s), College, School, or Interdisciplinary Unit)_____

Degree (Level)_____

of (Type)_____

in (Major) _____

Proposed Classification of Instructional Programs (CIP) Code:_____

Proposed Starting Date of Program_____

Academic Department Representative

(Name)_____

(Title)_____

(Address)_____

(Telephone)_____

Endorsement by Chief Academic Officer_____

Date_____

Contents of Program Proposal

I. Program Need

A. Relationship to Institutional Role and Mission

B. Need for Program

Establishing need for the proposed program is essential for program approval. Focus the justification on documented needs among appropriate clientele for the program, be it national, state, region, county, city, or company. Please provide objective data, studies, or the results of institutional needs assessments conducted to document a special need. Use any of the following possible justifications, as appropriate to the program's nature:

1. Student interest or demand

2. Cultural, artistic, and intellectual growth

3. Economic growth and development

4. Changes in occupation or profession

5. Workforce needs of local industry (Please detail whether workforce needs require new graduates or the retraining of present employees and estimate the demand for, and supply of, the graduates in question for 5 years. Documentation from local industry leaders would be appropriate.)

6. Service to community (Please describe the potential opportunities for service to the community which program faculty, students, or administrative staff could provide. Include, as appropriate, opportunities for research, internships, or service appropriate to the field.)

7. Relationship to HECB policies and goals for higher education and/or Update to the Master Plan for Higher Education

C. Relationship to Other Institutions

1. Duplication (Please describe similar programs in the proposed program's service area offered by a public or independent institution; provide their location, number of graduates in the past 5 years, and the similarities between programs.)

2. Uniqueness of program (Please detail the unique qualities or conditions that differentiate the proposed program from the similar programs described above.)

3. Provisions for articulation (Please specify any provisions already established or contemplated for articulation of students between the proposed program and appropriate feeder programs or subsequent receiver educational programs.)

II. Program Description

A. Goals and objectives

B. Curriculum

1. Intellectual basis for curriculum

2. Course of study (See Table 1. Append draft catalog copy if it is available.)

3. Instructional methods (Please describe the instructional techniques, delivery methods, and/or instructional philosophy of the program and faculty. If the program will use telecommunications, please answer the following questions:

   a) What types or levels of courses within the proposed degree program are appropriate for telecommunications?

   b) What percentage of total credit hours in this degree program will be taught via telecommunications?

   c) How much direct contact with a faculty member will each course contain?)

4. Admission requirements

5. If the proposed program will be held at a branch or off-campus site, please describe and justify any differences in the curriculum proposed from the main campus program.

C. Faculty

1. Names and qualifications (See Table 2. If faculty will need to be recruited for the program, specify the qualifications to be sought and an estimate of the availability of personnel of this caliber.)

2. Faculty profile (See Table 2. Please provide a profile of the number of faculty to be part- and full-time, the number of faculty to be adjunct or regular with a justification for using part-time or adjunct faculty. Include, if faculty are known, number of total faculty who are female or persons of color or disability.)

3. If the proposed program will be held at a branch or off-campus site, please describe and justify any differences in faculty profile from the main campus program.

D. Students

1. Projected enrollments for 5 years (See Table 3.)

2. Expected time for program completion

3. Diversity (Please detail the special efforts planned to recruit and retain students who are persons of color or disability.)

4. If the proposed program will be held at a branch or off-campus site, or in another fashion will serve a different student population than on the main campus, please describe any differences in student profile expected.

E. Facilities/Support

1. Library

a. Materials and services needed for new program (Please detail purchases necessary for support of the new program. This cost estimate should be included in Table 7.)

b. If the proposed program will be held at a branch or off-campus site, please describe what library materials and services will be available to program participants at the site. If the main campus library will provide the majority of services, describe how timely access to library materials will be assured. For graduate programs, how will a quality research program be maintained?

2. Computers

a. Computer services needed for new program (See Table 5. Please detail needed purchases of hardware and software, plus requirements for maintenance and support services necessary for support of new program. Cost estimate should be included in Table 7.)

b. If the program will be held at a branch or off-campus site, please describe what computer hardware, software, and services will be available to program participants. If the main campus retains most computer hardware and services, how will students access these services? For graduate programs, how will a quality research program be conducted?

3. Space/equipment needs

a. Space needed by program (Please describe new or existing facilities required by the program, or modifications or renovations required, and estimate the cost in Table 4.)

b. Projected equipment needs (If new equipment purchases, replacement or repair are necessary to support the program, please complete Table 5.)

c. If the program will be held at a branch or off-campus site, please describe in what way the facilities or equipment available to the new program are different from those available on the main campus.

4. Support services

a. Other support services, as appropriate (Please describe and detail type of support services necessary for the new program. The cost estimate should be included in Table 7.)

b. If the program will be held at a branch or off-campus site, please describe what support services will be available.

F. Administration

1. Administrative staff (Please provide the names and qualifications of proposed administrative staff if individuals have been identified. If these individuals will be recruited, please provide a profile of qualifications for

these positions. Also, please provide the title and describe the administrator's responsibilities and percent effort devoted to the program in Table 6. The cost estimate should be included in Table 7.)

2. Support staff (Please describe proposed support staff. Also, for each support staff person, please provide a title, and describe work responsibilities and percent effort devoted to the program in Table 6. The cost estimate should be included in Table 7.)

3. If the proposed program will be held at a branch or off-campus site, please describe what, if any, special provisions will be implemented to ensure an adequate level of student access to faculty and support staff.

III. Program Accreditation/Assessment

A. Accreditation (If an accrediting agency exists for the proposed program, please indicate whether accreditation exists or will be sought. If not, please explain; if yes, please provide the following information:

1. Name of contact person at accreditation association

2. Timetable for renewal if existing program or for gaining accreditation if a new program.)

B. Assessment plan (Please provide specific program objectives and a detailed plan for assessing how well program objectives have been achieved. The plan should include a description of how the assessment information will be gathered and how it will be used. The assessment plan can include, but need not be limited to, the following six components of assessment:

1) the collection of entry-level baseline data,
2) survey of alumni satisfaction,
3) intermediate assessment of quantitative and writing skills,
4) end-of-program assessment,
5) survey of employer satisfaction, and
6) program review.)

IV. Finances

A. Summary of program costs (Please identify the amounts and sources of all program funding in Table 7 for a) Year 1 of the program and b) the year it is expected to reach full enrollment, Year N.)

1. If reallocated resources are proposed in Table 7 for support of the new program, explain (a) the effect of reallocation on program(s) losing resources and (b) how the reallocation reflects an adjustment in institutional priorities or the elimination of other programs.

2. If indirect costs are charged against the program, please provide basis upon which indirect costs were estimated.

B. Future Costs (If projections of funding amounts and sources will differ significantly from year 1 information provided in Table 7, please explain how future costs and funding sources will be different.)

V. Proposal Review

A. Internal review (Please describe any deviations from the internal process on file with the HECB used to review the program proposal.)

B. External evaluation (Please indicate the institutions receiving a copy of the proposal and provide the names and titles of the two external evaluators who reviewed the proposal. Enclose copies of the external evaluators' letters, if available. Summarize the program developers' responses and subsequent modifications to the proposal based on external evaluators' recommendations.)

Table 1
Course of Study

Please asterisk (*) new courses.

Department	Course Number	# of Credits	Course Title
Required Courses:			
Electives:			
Other:			
Total Credits Required:			

Table 2
Program Faculty

Name	Rank	Status*	Highest Degree	Percent Effort on Program	Total # Credits Taught Per Term	Disability/ Gender/ Ethnic Origin	Specialty

**Permanent, temporary, or visiting; full- or part-time.*

Table 3
Size of Program

	Year 1 (part/full)	Year 2 (part/full)	Year 3 (part/full)	Year N* (part/full)
Headcount:				
Academic Year				
Summer				
FTE Students				
Academic Year				
Summer				
Credit Hour Enrollment of Students in Program:				
Lower Division				
Upper Division				
Graduate				

**Year N: Please indicate the year in which the program plans to reach full enrollment.*

Table 4
Space/Capital Requirements -- New and/or Existing

Space Type	New Construction (sq ft)	Estimated Cost	Renovation (sq ft)	Estimated Cost	Lease (sq ft)	Estimated Cost	TOTAL Estimated Cost
Classrooms							
Laboratories							
Telecommunications							
Offices							
Library							
Special Use							
General Use							
Support							
Medical							
Residential							
TOTALS							
Sources of Funds							

Table 5
Equipment Expenditures

	Year 1	Year 2	Year 3	Year N*
New Equipment (Detail):	$	$	$	$
Equipment Replacement (Detail):	$	$	$	$
Equipment Repair and Maintenance for New or Existing Equipment(Detail):	$	$	$	$

TOTAL

Table 6
Administrative/Support Staff

Name	Title	Responsibilities	Qualifications	Disability/ Gender/ Ethnicity	% Effort
Administrative Staff:					
Support Staff:					

Table 7
Summary of Program Costs -- Year 1 and Year N

	Internal Reallocation	New State Funds	New Other Sources	Other Source(a)	Year 1 Total	Year N(b) Total
Administrative salaries	$	$	$	$	$	$
▸ Benefits						
Faculty salaries	$	$	$	$	$	$
▸ Benefits						
TA/RA salaries	$	$	$	$	$	$
▸ Benefits						
Clerical salaries	$	$	$	$	$	$
▸ Benefits						
Other salaries(c)	$	$	$	$	$	$
▸ Benefits						
Contract services	$	$	$	$	$	$
Goods and services	$	$	$	$	$	$
Travel	$	$	$	$	$	$
Equipment	$	$	$	$	$	$
Other(d) (please itemize)	$	$	$	$	$	$
Indirect (if applied to program)	$	$	$	$	$	$
TOTALS	$	$	$	$	$	$
FTE students					_____	_____
Cost-per-FTE student					$	$

NOTES: *(a) Please indicate the source of funds. (b) Year N is the year when the program is expected to reach full enrollment. (c) Examples: Librarian, student services. (d) Examples: Telecommunications, library materials.*